

New Jersey



**Examiner Manual
Grade Eight
Proficiency Assessment
2000-2001 Sample Test**

THIRD EDITION

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Grade Eight Proficiency Assessment (GEPA) 2000-2001 Sample Forms Language Arts Literacy, Mathematics, Science, and Social Studies

Introduction and Overview

In May 1996, the New Jersey State Board of Education adopted the *Core Curriculum Content Standards*, which define New Jersey's expectations for student learning. A statewide panel of representatives from education, business, industry, and the interested public developed the standards. These representatives participated in a two-year process to develop the core standards in seven content areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Language Arts Literacy
- Mathematics
- Science
- Social Studies
- World Languages

To gauge student progress toward meeting the Core Curriculum Content Standards, the New Jersey Department of Education, in consultation with representatives of the educational community, developed a comprehensive assessment to measure student knowledge and skills at grades four, eight, and eleven.

The *Directory of Test Specifications and Sample Items* governs the specific materials included on each test for the Grade Eight Proficiency Assessment in the particular content area. These test specifications provide discussion and detailed information regarding the distribution of items and the focus of the test.

The New Jersey Department of Education is pleased to provide the 2000-2001 GEPA Sample Forms as tools for gauging student achievement on the live administration of these tests. Although the sample forms contain previously tested items and are built to specifications *similar* to the "real" test, they are not the "real" test. As such, these sample forms are not intended to predict student scores on the GEPA. There are several reasons for this:

1. Student performance on these or any test will vary from day to day.
2. The sample forms will be given under less standardized conditions than the live tests.
3. The sample forms will be scored locally without the extensive training and accuracy controls used to score the live tests.
4. Continued instruction will occur in the time between the administration of the sample form and the live test.

However, these sample forms can be used to screen for students who may have difficulty reaching the Proficient level. Also, by examining items that a student or group of students (e.g., a classroom) answers incorrectly, teachers can identify possible strengths and weaknesses in specific skills. The scoring key provides links to the *Core Curriculum Content Standards* and the *Directory of Test Specifications and Sample Items* to help you understand the content, skill, and process domains that each item represents.

Individual student performance on these sample forms can be interpreted as follows:

<i>Level</i>	<i>Indication</i>
1	There is a good chance that the student would <u>not</u> score at the Proficient level.
2	There is a good chance that the student would score just above or just below the Proficient level cut-score.
3	There is a good chance that the student is at or above the Proficient level

The New Jersey Department of Education highly recommends that teachers use sample form results as only one piece of information when determining the instructional needs of a student or group of students.

The following material is representative of the format, types, and level of items a student could anticipate seeing in an assessment. The questions that follow are actual questions from the test. The ancillary materials that accompany the test are provided to assist you in evaluating your students. The correct answer for each multiple-choice question is provided. The scoring rubric for each open-ended item is also provided along with actual samples of scored student work. When applicable, you will also be provided with the *Writer's Checklist*, *Revising/Editing Guide*, the generic scoring guide or rubric, and the *Mathematics Reference Sheet*.

We suggest that you review the questions carefully along with any scoring materials provided and share this information with your students and their parents. This will acquaint you as a teacher and/or administrator with the material being covered, as well as give you a sense of your students' preparedness and the relative difficulty of an item in a given area.

For further information about the GEPA 2000-2001 Sample Forms, please contact Stacy Shack at the Department of Education, (609) 777-3672.

PROGRAM DESCRIPTION – GRADE EIGHT PROFICIENCY ASSESSMENT

Background Information on the Statewide Assessment Program

In 1975, the New Jersey Legislature passed the Public School Education Act “to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society.” An amendment to that act was signed in 1976 which established uniform standards of minimum achievement in basic communication and computation skills. This amendment is the legal basis for the use of a test as a graduation requirement in the state of New Jersey.

Beginning in 1981-82, ninth-grade students were required to pass the Minimum Basic Skills Test (Reading and Mathematics) as one of the requirements for a high school diploma. Students who did not pass both parts of the test had to be retested on those parts not passed.

In 1983, a more difficult test in Reading, Mathematics, and Writing was adopted, the Grade 9 High School Proficiency Test (HSPT9), to measure the basic skills achievements of ninth-grade students. The first due-notice administration of the HSPT9 occurred in 1983-84; the first time the test was administered as a graduation requirement was 1985-86.

In 1988, the New Jersey Legislature passed a law which moved the High School Proficiency Test from the ninth grade to the eleventh grade. The Grade 11 High School Proficiency Test (HSPT11) is a rigorous test of essential skills in Reading, Mathematics, and Writing. It now serves as a graduation requirement for all public school students in New Jersey who entered the ninth grade on or after September 1, 1991. Three years of due-notice testing were conducted to allow school districts time to modify curricula and prepare students for the graduation test.

In 1996, the New Jersey State Board of Education adopted Core Curriculum Content Standards to describe what all students should know and be able to do at the end of fourth grade, eighth grade, and upon completion of a New Jersey public school education. The Core Curriculum Content Standards delineate New Jersey’s expectations for student learning. All New Jersey school districts are required to organize instruction and design curricula so that virtually all students achieve the new content standards. The Core Curriculum Content Standards will ultimately define the state’s high school graduation requirements and its testing program to measure benchmark achievements toward those requirements in grades 4, 8, and 11.

The Elementary School Proficiency Assessment (ESPA), which is administered to fourth graders, was designed from its inception in 1997 to align with the content standards. The GEPA, which replaces the Grade 8 Early Warning Test (EWT), is also aligned with the content standards. The GEPA is to be used for placement purposes and program planning so students can be given the appropriate instruction to enable students to go on and pass the state’s graduation test. The High School Proficiency Assessment (HSPA), which is also aligned with the content standards and will ultimately replace the HSPT11 as the state’s graduation test, is currently being field tested for a three-year period. The HSPA will be administered to eleventh graders as a graduation test for the first time in Spring 2002.

OVERVIEW OF THE 2000–2001 SAMPLE GRADE EIGHT PROFICIENCY ASSESSMENT

General Information

- March 1999 marked the first administration of the Grade Eight Proficiency Assessment (GEPA). The GEPA took the place of the Grade 8 Early Warning Test, which has been administered to eighth graders since March 1991. The GEPA, like the Elementary School Proficiency Assessment (ESPA), is aligned with New Jersey's Core Curriculum Content Standards, which were adopted by the State Board of Education in May 1996. The GEPA is intended to provide information about student progress toward mastery of the skills required for high school graduation. All eighth-grade public school students, including limited English proficient (unless exempted by the district as described in Appendix A) and special education students (unless exempted by their Individualized Education Program), must take the test.
- The Language Arts Literacy section of the GEPA has several parts consisting of writing tasks and reading passages with multiple-choice questions and open-ended questions. The Reading and Writing parts of Language Arts Literacy are administered over a two-day period.
- The Mathematics section of the GEPA is administered in one day and consists of multiple-choice and open-ended questions. This section of the test utilizes calculators and a Mathematics Reference Sheet, which contains formulas, geometric shapes, and a ruler.
- The Science section of the GEPA is administered in one day and consists of multiple-choice and open-ended items.
- The Social Studies section of the GEPA is administered in one day and consists of multiple-choice and open-ended items.

Calculators Required

- Students are required to have calculators during the Mathematics section. Refer to Appendix B for additional information.
- The calculator to be used must have at least these functionalities: algebraic logic, the ability to do powers and roots of any degree, and at least one memory cell. Computers (laptops, palmtops, etc.), pocket organizers, and calculators with QWERTY (i.e., typewriter) keyboards are not acceptable. A student may choose to use either a personal calculator or one that is provided by the district. Students must use the calculators they use on a regular basis in the classroom or one with which they are most familiar.
- Calculator memories must be cleared both before and after administration of the Mathematics section.

Test Administration Information

- The approximate administration times for the GEPA 2000–2001 sample form are as follows:

Language Arts Literacy - Day 1	2 hours, 3 minutes
Language Arts Literacy - Day 2	1 hour, 41 minutes
Mathematics	2 hours, 7 minutes
Science	1 hour, 57 minutes
Social Studies	1 hour, 57 minutes

This schedule includes time for test-taking and for distributing the test materials, reading directions, providing breaks for the students, and collecting materials. It also includes the time needed to grid the student information sections of the answer folder on the first day of testing.

- The number of test questions in each test section is as follows:

Language Arts Literacy	30 multiple-choice, 6 open-ended, 2 writing tasks (speculate/picture, persuade), and a revising/editing passage.
Mathematics	34 multiple-choice, and 6 open-ended
Science	45 multiple-choice and 3 open-ended
Social Studies	45 multiple-choice and 3 open-ended

Test Booklets

- Language Arts Literacy, Mathematics, Science, and Social Studies sections are contained in a single test booklet.
- Each student will also receive a Mathematics Reference Sheet and a Writer's Checklist/Revising-Editing Guide.
- Students may use scratch paper during the Mathematics test administration.

Special Administrations for Students with Disabilities

- Special education students may be tested using the modified testing procedures specified in the student's IEP and approved by the Office of Assessment (as specified in Appendix C).
- Students who are eligible under Section 504 of the Rehabilitation Act of 1973 may not be classified but do have an impairment in a major life function. These students may be tested using modified testing procedures that are specified in the student's 504 accommodation plan and that are approved by the Office of Assessment (as specified in Appendix C).

Accommodations for Limited English Proficient Students

- Beginning with the 1999 GEPA, LEP students may be tested with one or more accommodations in the test administration procedures. Accommodations which are permitted include the following:
 - additional time
 - translation of the test directions into the student's native language (translations of passages, items, prompts, and tasks are NOT permitted)
 - use of a bilingual dictionary

Additional time may be provided not to exceed 150% of the administration times indicated in this manual for each test section.

Students who are receiving translated test directions need to be tested in a location separate from students tested with directions read in English only.

If bilingual dictionaries are used, they may be provided by either the student or the school. Ideally, students should be using the same dictionaries they use as part of their instructional program. The dictionaries should be checked before testing begins to be sure that no papers or additional reference information (such as loose sheets, other school work, etc.) are inside them.

EXAMINER'S RESPONSIBILITIES

General Responsibilities

- ___ 1. Conducts administration of students according to procedures contained in the *Examiner Manual*

Before Testing

- ___ 1. Prepares to meet calculator requirements for the Mathematics section of the GEPA sample form
- ___ 2. Makes all necessary announcements to students concerning the testing
- ___ 3. Ensures that all needed materials and supplies are assembled
- ___ 4. Clears calculator memories before administration of the Mathematics test section

During Testing

- ___ 1. Directs students in gridding of student information section on answer folders
- ___ 2. Administers the Language Arts Literacy, Mathematics, Science, and Social Studies sections of the GEPA sample form

- ___ 3. Records the responses on answer folders of special education students, and/or Section 504 students, when prescribed
- ___ 4. Enforces testing time requirements and displays for students the countdown of testing time remaining
- ___ 5. Ensures that students are working in the correct test section by observing the number of symbols at the top of test booklet pages
- ___ 6. Collects all test materials from students following the administration of each test section

After Testing

- ___ 1. Transcribes responses onto answer folders for students who require this test modification

BEFORE TESTING

Announcements to Students

Information about the time and location of the test administration and a brief explanation about the test should be given to the students prior to testing.

Students should be asked to bring two #2 pencils with erasers if they are not provided by the school.

Room and Seating Arrangements

The test should be administered under optimal conditions. Comfortable seats and smooth, hard writing surfaces large enough to accommodate a test booklet and an answer folder are important. Students should be seated in such a way that they will not be tempted to look at the answers of others. Students should be assigned seats – they should not be allowed to choose seats on their own. Ideally, there should be approximately five feet between each vertical row of students; this can usually be arranged by keeping one empty row of seats between each row of students. In theater settings with gradually elevated or tiered seating, an empty seat should be kept between students in each horizontal row as well. To prevent confusion, arrangements for seating students should be completed prior to the test administration.

Materials/Supplies Needed to Administer the GEPA

- 1. Test Booklets, Answer Folders, Writer's Checklists/Revising-Editing Guides, Mathematics Reference Sheets, Calculators

You should have one GEPA test booklet, one answer folder, one Mathematics Reference Sheet, and one calculator for each student to be tested, plus one extra of each for your use. You should have sufficient quantities of the Writer's Checklists/Revising-Editing Guides so that each student has one for each day of the Language Arts Literacy test administration. Students may bring their own calculators provided that the calculators meet the specifications issued by the Department of Education. Students may not use highlighters or graph paper on any part of the test.

2. Examiner Manual

You should have one copy of this manual.

3. #2 Pencils with Erasers

You should have a supply of sharpened #2 pencils with erasers available for those students who forget to bring pencils to the test.

4. Calculators (Mathematics Section)

Students must have calculators for use during the administration of the Mathematics section of the GEPA. Extra calculators must be available for emergencies. For security reasons, calculators used on the Mathematics section must have all memories and programs cleared prior to the beginning of the test and after its conclusion. Schedule time prior to and following testing to clear the memories and programs on these calculators. Any instruction manuals or function reference sheets must be removed prior to testing. Calculators used for testing must meet the criteria described in Appendix B of this manual.

5. Scratch Paper (Mathematics Section)

Students should be instructed to use the blank spaces in the test booklets to make notes, computations, etc. No scratch paper is necessary, but it may be used while taking the Mathematics section.

6. A Timer

You will need an accurate and dependable watch or clock to time each part of the test. A back-up watch or clock should be available in case the primary one malfunctions.

7. A Chalkboard

You will need a chalkboard or flipchart to make regular testing-time updates to inform students of time remaining.

NOTE: Students may not use dictionaries or other reference sources during the testing sessions. Relevant instructional aids and materials must not be displayed in rooms used for testing during the test administration.

TESTING TIME REQUIREMENTS

Total testing time (including time for distributing and collecting materials, reading directions and taking breaks) will be approximately 9 hours over four successive days. Test schedules should be checked to make sure the testing period will not be interrupted by a fire drill or unnecessary announcements.

Testing time will vary based on differences in the time needed to distribute and collect materials, to read directions, or, on the first day of testing, to complete the student information sections of the answer folder. However, the maximum actual testing time must be maintained: 90 minutes for Day 1 of the Language Arts Literacy section, 85 minutes for Day 2 of the Language Arts Literacy section, 105 minutes for the Mathematics section, 60 minutes for the Science section, and 69 minutes for the Social Studies section. The approximate time requirements for each day of testing are listed on the following pages.

NOTE: Additional time may be required on the second or third day of testing to permit completion of the student information section by any student who is absent on the first day.

DETAILED TEST ADMINISTRATION SCHEDULE-2000–2001 GEPA SAMPLE FORM

	Activity	Approximate Administration Time (Minutes)	Mandatory Testing Time (Minutes)
Day 1	Distribution and Gridding of Answer Folders	15	
	Distribution of Writer's Checklists	2	
	Distribution of Test Booklets	2	
	Directions for Language Arts Literacy-Part 1	3	
	Language Arts Literacy-Part 1		25
	Directions for Language Arts Literacy-Part 2	2	
	Language Arts Literacy-Part 2		35
	Break	2	
	Directions for Language Arts Literacy-Part 3	3	
	Language Arts Literacy-Part 3		30
	Collection of Test Booklets, Answer Folders, and Writer's Checklists	4	
	Total – Day 1 – 123 min.	33	90
Day 2	Distribution of Test Booklets, Answer Folders, and Writer's Checklists	5	
	Directions for Language Arts Literacy-Part 4	2	
	Language Arts Literacy-Part 4		40
	Break	2	
	Directions for Language Arts Literacy-Part 5	3	
	Language Arts Literacy-Part 5		45
	Collection of Test Booklets and Answer Folders	4	
	Total – Day 2 – 101 min.	16	85

DETAILED TEST ADMINISTRATION SCHEDULE-2000–2001 GEPA SAMPLE FORM, cont.

	Activity	Approximate Administration Time (Minutes)	Mandatory Testing Time (Minutes)
Day 3	Distribution of Test Booklets, Answer Folders, Mathematics Reference Sheets, Calculators, and Scratch Paper (if used)	5	
	Directions for Mathematics-Part 1	3	
	Mathematics-Part 1		35
	Break	2	
	Directions for Mathematics-Part 2	3	
	Mathematics-Part 2		35
	Break	2	
	Directions for Mathematics-Part 3	3	
	Mathematics-Part 3		35
	Collection of Test Booklets, Answer Folders, Scratch Paper, and Calculators	4	
	Total – Day 3 – 127 min.	22	105
Day 4	Distribution of Answer Folders and Test Booklets	5	
	Directions for Science-Part 1	3	
	Science-Part 1		20
	Directions for Science-Part 2	3	
	Science-Part 2		20
	Break	2	
	Directions for Science-Part 3	3	
	Science-Part 3		20
	Collection of Test Booklets and Answer Folders	4	
	Total – Day 4 – 80 min.	20	60
Day 5	Distribution of Answer Folders and Test Booklets	5	
	Directions for Social Studies-Part 1	3	
	Social Studies-Part 1		23
	Directions for Social Studies-Part 2	3	
	Social Studies-Part 2		23
	Break	2	
	Directions for Social Studies-Part 3	3	
	Social Studies-Part 3		23
	Collection of Test Booklets and Answer Folders	4	
	Total – Day 5 – 89 min.	20	69

DURING TESTING

Student Conduct During Testing

Students should not bring recreational literature to the testing site. Students finishing a test section prior to the full time allotted should use the remaining time to check their work.

Test Booklet Section Codes

Throughout test administration, examiners should ensure that students are working in the correct part of the test by observing the following symbols in the top corner of students' test booklets:

Day 1 – Language Arts Literacy Section – Part 1 ●

– Part 2 ●●

– Part 3 ●●●

Day 2 – Language Arts Literacy Section – Part 4 ★★
★★

– Part 5 ★★
★★★★

Day 3 – Mathematics Section – Part 1 ▲

– Part 2 ▲▲

– Part 3 ▲▲▲

Day 4 – Science Section – Part 1 ■

– Part 2 ■■

– Part 3 ■■■

Day 5 – Social Studies Section – Part 1 ◆

– Part 2 ◆◆

– Part 3 ◆◆◆

LANGUAGE ARTS LITERACY SECTION
MATERIALS NEEDED FOR DAY 1

You will need the following materials for test administration:

- One test booklet for each student plus one copy for the examiner
- One answer folder for each student plus one copy for the examiner
- One Writer's Checklist/Revising-Editing Guide for each student plus one copy for the examiner
- A chalkboard or flipchart on which to write the district and school codes for students to copy
- A watch or clock to time the different portions of the test
- Extra #2 pencils with erasers

DIRECTIONS FOR GRIDDING THE STUDENT INFORMATION SECTION OF THE ANSWER FOLDER

On the first day of test administration, all students must grid their student information onto the front cover of the answer folder.

The following pages contain the directions for completing the student information section of the answer folder.

All text in this section of the manual which is boxed and in boldface print should be read aloud to the students. All other text is for the examiner's information and should not be read to the students. Any student needing assistance in the coding procedures should be given whatever help is necessary.

When students are seated in the examination room, say:

You will be taking a sample of the Grade Eight Proficiency Assessment. It is important that you do as well on this test as you can. Today and tomorrow you will take the Language Arts Literacy section of the test. On other days, you will take the Mathematics, Science, and Social Studies sections.

Then say:

I will now hand out answer folders for the Sample Grade Eight Proficiency Assessment. Do not open the answer folders until you are told to do so.

Hand out an answer folder to each student. Say:

You will now complete the student information section found on page 1 of your answer folder. You must use a #2 pencil to do this. Does everyone have a #2 pencil?

Distribute a #2 pencil to any student who does not have one. Hold up an answer folder and point to the name section. Say:

Now, find the place on your answer folder that says "Last Name." Print your last name starting with the first box on the left, putting one letter in each box. Do not leave any spaces between any of the letters in your last name. If you have more than fourteen letters in your last name, print only the first fourteen letters. Are there any questions?

Pause to answer any questions, then say:

In the section that says “First Name,” print your first name. Do not use a nickname. If there are more than nine letters in your first name, print only the first nine letters.

Pause, then say:

Print your middle initial in the section that says “MI.”

Now, grid your name by filling in the circle under each box that has the same letter as the one printed in the box. If there is no letter in the box, fill in the blank circle at the top of the column. Make sure that each mark is dark and fills the circle completely. If you make a mistake, erase it completely. Are there any questions?

Answer any questions, then circulate throughout the room and make sure that students have understood the directions.

DIRECTIONS FOR TEST ADMINISTRATION
LANGUAGE ARTS LITERACY – DAY 1

When students are finished gridding the student information section, say:

I will now hand out your Writer’s Checklist. Please read the information on the Writer’s Checklist. The features on this checklist will help you as you write. Your writing will be scored on how well you handle these features.

Pass out a Writer’s Checklist to each student. Pause for students to read the Writer’s Checklist. Then say:

There are three parts to the test you will take today. You will be given a short break after Part 2.

Now, look at your test booklet. Find the first section of the test booklet, which is the Day 1 section for Language Arts Literacy.

Then say:

Please read the directions on page 2 of your test booklet silently as I read them aloud. Now, open your test booklet to page 2.

Pause, then say:

LANGUAGE ARTS LITERACY

DIRECTIONS – PART 1

Today you are going to take part of the Grade Eight Proficiency Assessment for Language Arts Literacy. The assessment contains different types of text and different activities. In the first part of the test, you will look at a picture and then complete a writing task. In this activity, you have an opportunity to demonstrate how well you can organize and express your ideas in written text. You have received a Writer's Checklist of important points to remember as you write. Educators who read your writing will consider these important points when they read and score your writing.

You will have 25 minutes to complete the first writing task. Take a few minutes to think about the task and to plan what you want to say before you begin to write. You may use the prewriting/planning space to plan your text, but your prewriting will not be scored. Only your writing on pages 2-3 in your answer folder will be scored. Do your best to make your writing clear and well-organized. Keep your purpose in mind as you write and use your checklist.

You must use a No. 2 pencil. You may either print or write your final copy. You may not use a dictionary or any other reference materials during the test. However, you may use the Writer's Checklist. If you finish before the time is called, review what you have written using the Writer's Checklist to read critically and improve what you have written. Then, close your test booklet and wait quietly until you receive further instructions.

Are there any questions?

Pause to answer any questions, then say:

To help you through this writing process, you may wish to use the first 5 minutes for prewriting and planning. Your prewriting and planning will be done on page 4 of your test booklet. You will write your final response on pages 2 and 3 of your answer folder. Are there any questions?

Hold up an answer folder, and point to pages 2 and 3 so that students see where they will be responding to the writing task. Then say:

You may turn to page 3 in your test booklet and begin.

Write down the actual starting time: _____; add 25 minutes to that time: _____.

In order for the students to track their time, write “25 minutes” on the chalkboard. Then, remember to update the remaining time in 10 minutes.

Move about the room to make sure students are following instructions. The test booklet for Part 1 is marked with one circle in the top corner of each page so you can see that all students are working on this part. Check to be sure that the students are writing their final response on pages 2 and 3 of the answer folder.

After 5 minutes have elapsed, say:

Five minutes have passed. You may want to use your prewriting and planning to begin writing in the answer folder, if you have not already done so.

After 15 more minutes have elapsed, say:

There are 5 minutes remaining. You should be concluding your writing if you have not already done so. Leave time to use your Writer’s Checklist to revise and edit your work.

After 5 more minutes have elapsed, say:

STOP. Please put down your pencil. It is time to begin working on Part 2 of the Language Arts Literacy section. Turn to page 6 in your test booklet. Please read the directions silently as I read them aloud.

**LANGUAGE ARTS LITERACY
DIRECTIONS – PART 2**

In this part of the test, you will read a persuasive passage and then respond to the multiple-choice and open-ended questions that follow it. You may look back at the passage and make notes in your test booklet if you like, but you must write your answers in your answer folder.

You will have 35 minutes for this part of the test. If you finish this part before the time is called, close your test booklet and wait quietly until you receive further instructions.

Now, open your answer folder to page 4, and find the part labeled “Language Arts Literacy - Part 2 - Multiple Choice Section.” You will record your answers to the multiple-choice questions for Part 2 in this section of the answer folder.

Hold up an answer folder, and point to the correct area for Language Arts Literacy - Part 2. Pause to answer any questions, then say:

For the multiple-choice question, mark only one answer for each question by filling in the corresponding circle in the answer folder. MAKE SURE THAT EACH MARK IS HEAVY AND DARK AND COMPLETELY FILLS THE CIRCLE. If you change an answer, be sure to erase your first choice completely. Incomplete erasures may be read as intended answers.

Are there any questions?

Pause to answer any questions. Then say:

You will write your answers to the two open-ended questions on pages 5 and 6.

Hold up an answer folder, and point to pages 5 and 6. Pause to answer any questions. Then say:

You may now turn to page 7 of your test booklet and begin.

Write down the actual starting time: _____; add 35 minutes to that time: _____.

In order for the students to track their time, write “35 minutes” on the chalkboard. Then, remember to update the remaining time about every 10 minutes.

Move about the room to make sure students are following instructions. The test booklet for Part 2 is marked with two circles in the top corner of each page so you can see that all students are working on this part. Check to be sure that the students are marking their answers in the Language Arts Literacy - Part 2 section of the answer folder.

After 20 minutes have elapsed, say:

There are 15 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the two open-ended questions.

After 15 more minutes have elapsed, say:

STOP. You are finished with Language Arts Literacy - Part 2.

Close your answer folder, and place it inside your test booklet. Close your test booklet.

We will take a short break now and stand up and stretch before beginning Part 3.

After 2 minutes have elapsed, say:

Now, you are going to take Part 3.

Open your test booklet to page 12. Read the directions silently as I read them aloud.

Pause, then say:

Now, you are going to take Part 3. You will not need your test booklet for this part of the test.

Open your answer folder to page 7. Read the directions silently as I read them aloud.

DIRECTIONS FOR LANGUAGE ARTS LITERACY – PART 3

In this part of the test, you will be asked to revise and edit text written by another student. This text will contain a variety of errors in sentence construction, usage, and mechanics. It also will present problems in content and organization. Your task is to read the text and decide what you need to do to improve it.

This section is printed to allow you to make revisions in the space between the lines of the text. If you decide to insert longer text such as sentences or paragraphs, you may use pages 9 and 10 for your additions. As an alternate strategy, you may write the entire draft on pages 9 and 10.

As with the writing task, you may not use a dictionary or any other reference materials during the test. However, you may use the Revising/Editing Guide, which explains simple ways to mark the text with your revisions and editing. It also lists the kinds of errors and writing concerns that you will need to consider as you revise and edit the text.

You will have 30 minutes for this part of the test. If you finish before the time is called, review your work to make sure that you have improved the meaning and clarity of the text. Then, close your answer folder and wait quietly until you receive further instructions.

Are there any questions?

Pause to answer any questions. Then say:

Please read the Revising/Editing Guide, which appears on the back of your Writer’s Checklist. This guide will help you as you revise and edit. Are there any questions?

Pause for students to read the Revising/Editing Guide and to answer any questions. Then say:

You may now turn to page 8 in your answer folder and begin.

Write down the actual starting time: _____; add 30 minutes to that time: _____.

In order for the students to track their time, write “30 minutes” on the chalkboard. Then, remember to update the remaining time about every 10 minutes.

Move about the room to make sure students are following instructions.

After 25 minutes have elapsed, say:

There are 5 minutes remaining.

After 5 minutes have elapsed, say:

STOP. Please put down your pencil. You have finished the Language Arts Literacy section of the test. Remain seated. Do not pass your materials to the end of the aisle. First, I will collect your test booklets. Then, I will collect your answer folders. You may keep the Writer’s Checklist.

LANGUAGE ARTS LITERACY SECTION
MATERIALS NEEDED FOR DAY 2

You will need the following materials for test administration:

- Each student's test booklet plus one copy for the examiner
- Each student's answer folder plus one copy for the examiner
- One Writer's Checklist for each student plus one copy for the examiner (Note: the Revising-Editing Guide is on the back of the Writer's Checklist.)
- A watch or clock to time the different portions of the test
- Extra #2 pencils with erasers

NOTE: Students who were absent during the first day of testing must grid the student information section at the end of the testing session. Instructions for gridding the student information section of the answer folder begin on page 11.

DIRECTIONS FOR TEST ADMINISTRATION
LANGUAGE ARTS LITERACY – DAY 2

After students are seated in the examination room, say:

Today, you are going to take Day 2 of the Language Arts Literacy section of the Grade Eight Proficiency Assessment. I am now going to hand out your test booklets, answer folders, and Writer's Checklists. Please do not open your test booklet or answer folder until you are told to do so. Make sure that you receive the test booklet and answer folder with your name on it. Do not make any marks on the answer folder until you are instructed to do so.

Distribute the materials to the students.

Then say:

Now, look at your test booklet. Find the section of the test booklet and labeled Language Arts Literacy Directions - Part 4.

Then say:

Open your test booklet to page 13. Please read the directions silently as I read them aloud.

LANGUAGE ARTS LITERACY

DIRECTIONS – PART 4

Today, you will take the second part of the Grade Eight Proficiency Assessment for Language Arts Literacy.

In this part of the test, you will read a narrative passage and then respond to the multiple-choice and open-ended questions that follow it. You may look back at the passage and make notes in your test booklet if you like, but you must write your answers in your answer folder.

You will have 40 minutes for this part of the test. If you finish this part before the time is called, close your test booklet and wait quietly until you receive further instructions.

Are there any questions?

Pause to answer any questions, then say:

Now, open your answer folder to page 11, and find the part labeled “Language Arts Literacy - Part 4, Multiple-Choice Section.” You will record your answers to the multiple-choice questions for Part 4 in this section of the answer folder.

Hold up an answer folder, and point to the correct area for Language Arts Literacy - Part 4. Pause to answer any questions. Then say:

You will write your answers to the two open-ended questions on pages 12 and 13.

Hold up an answer folder, and point to pages 12 and 13. Pause to answer any questions. Then say:

You may now turn to page 14 of your test booklet and begin.

Write down the actual starting time: _____; add 40 minutes to that time: _____.

In order for the students to track their time, write “40 minutes” on the chalkboard. Then, remember to update the remaining time about every 10 minutes.

Move about the room to make sure students are following instructions. The test booklet for Part 4 is marked with four stars in the top corner of each page so you can see that all students are working on this part. Check to be sure that the students are marking their answers in the Language Arts Literacy - Part 4 section of the answer folder.

After 25 minutes have elapsed, say:

There are 15 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the two open-ended questions.

After 15 minutes have elapsed, say:

STOP. You are finished with Language Arts Literacy - Part 4.

Close your answer folder. Place it inside your test booklet. Close your test booklet.

We will take a short break now and stand up and stretch before beginning Part 5.

After 2 minutes have elapsed, say:

Now, you are going to take Part 5. Open your test booklet to page 21. Read the directions silently as I read them aloud.

Pause, then say:

LANGUAGE ARTS LITERACY

DIRECTIONS – PART 5

In this part of the test, you will complete a writing task. You will have an opportunity to demonstrate how well you can organize and express your ideas in written text. You have received a Writer’s Checklist of important points to remember as you write. Educators who read your writing will consider these important points when they read and score your writing.

You will have 45 minutes to complete the writing task. Take a few minutes to think about the task and to plan what you want to say before you begin to write. You may use the prewriting/planning space in your test booklet to plan your text, but your prewriting will not be scored. Only your writing on pages 14-17 in your answer folder will be scored. Do your best to make your writing clear and well-organized. Keep your audience and purpose in mind as you write and use your checklist.

You must use a No. 2 pencil. You may either print or write your final copy. You may not use a dictionary or any other reference materials during the test. However, you may use the Writer’s Checklist. If you finish before the time is called, review what you have written using the Writer’s Checklist to read critically and improve what you have written. Then, close your test booklet and wait quietly until you receive further instructions.

Are there any questions?

Pause to answer any questions, then say:

To help you through this writing process, you may wish to use the first 10 minutes for prewriting and planning. Your prewriting and planning will be done on pages 22 and 23 of your test booklet. You will write your final response on pages 14-17 in your answer folder. Are there any questions?

Hold up an answer folder, and point to pages 14-17 so that students see where they will be responding to the writing task. Then say:

You may now turn to page 22 in your test booklet. Read the Writing Task silently as I read it aloud to you. I will read the entire task twice.

Read the Writing Task from the test booklet twice. Then say:

Are there any questions?

Pause to answer any questions. Then say:

You may begin your prewriting and planning.

Write down the actual starting time: _____; add 45 minutes to that time: _____.

In order for the students to track their time, write “45 minutes” on the chalkboard. Then, remember to update the remaining time about every 10 minutes.

Move about the room to make sure students are following instructions. The test booklet for Part 5 is marked with five stars in the top corner of each page so you can see that all students are working on this part. Check to be sure that the students are marking their answers in the Language Arts Literacy – Part 5 section of the answer folder.

After 10 minutes have elapsed, say:

Ten minutes have passed. You may want to use your prewriting and planning to begin writing in the answer folder, if you have not already done so.

After 25 more minutes have elapsed, say:

There are 10 minutes remaining. You should be concluding your writing if you have not already done so. Leave time to use your Writer’s Checklist to revise and edit your work.

After 10 more minutes have elapsed, say:

STOP. Please put down your pencil. You have finished the Language Arts Literacy section of the test. Remain seated. Do not pass your materials to the end of the aisle. First, I will collect your test booklets. Then, I will collect your answer folders. You may keep the Writer’s Checklist.

MATHEMATICS SECTION

MATERIALS NEEDED FOR DAY 3

You will need the following materials for administering the Mathematics section of the GEPA:

- Each student's test booklet plus one copy for the examiner
- Each student's answer folder plus one copy for the examiner
- One Mathematics Reference Sheet for each student plus one copy for the examiner
- One calculator for each student with memory/programming cleared and any instruction manuals or function reference sheets removed
- Optional scratch paper
- A watch or clock to time the different portions of the test
- Extra #2 pencils with erasers

NOTE: Students who were absent during the first day of testing must grid the student information section at the end of the testing session. Instructions for gridding the student information section of the answer folder begin on page 11.

DIRECTIONS FOR TEST ADMINISTRATION

MATHEMATICS

After students are seated in the examination room, say:

Today, you are going to take a sample of the Mathematics section of the Grade Eight Proficiency Assessment. I am now going to hand out Mathematics Reference Sheets.

Distribute a Mathematics Reference Sheet to each student. Do not continue with the directions until all students have received a Mathematics Reference Sheet. Then say:

You have each received a Mathematics Reference Sheet that provides formulas and other information you may find useful in solving some problems on the test. The reference sheet contains a ruler and a geometric shape that are both perforated. Please cut out the ruler and the geometric shape at this time. Put them on the side of your desk until you need them.

Assist students with removing the ruler and the geometric shape from the Mathematics Reference Sheets.

After all students have finished cutting out the ruler and the geometric shape from the Mathematics Reference Sheet, say:

I will now pass out calculators for you to use while taking the test.

Distribute a calculator (and scratch paper, if used) to each student. Then say:

I am now going to hand out your test booklets and answer folders. Please do not open your test booklet or answer folder until you are told to do so. Make sure that you receive the test booklet and answer folder with your name on it. Do not make any marks in the answer folder until you are instructed to do so.

Distribute the materials to the students.

Then say:

Turn to page 24 of your test booklet. Read the directions silently as I read them aloud.

DIRECTIONS FOR MATHEMATICS

The Mathematics section of the Grade Eight Proficiency Assessment is made up of three parts consisting of multiple-choice and open-ended questions.

Work as rapidly as you can without sacrificing accuracy. Do not spend too much time puzzling over a question that seems too difficult for you. Answer the easier questions first; then return to the harder ones. Try to answer every question, even if you have to guess.

Where necessary, you may use scratch paper and blank spaces in the test booklet for your work. Do not use the margins or back of the answer folder to do scratchwork.

YOU MUST RECORD ALL OF YOUR ANSWERS IN THE SEPARATE ANSWER FOLDER. No credit will be given for anything written in this test booklet. Your responses must be in English in order to be scored.

For multiple-choice questions, mark only one answer for each question by filling in the corresponding circle on the answer folder. MAKE SURE THAT EACH MARK IS HEAVY AND DARK AND COMPLETELY FILLS THE CIRCLE. If you change an answer, be sure to erase your first choice completely. Incomplete erasures may be read as intended answers.

Respond FULLY to the open-ended questions in the area provided in the answer folder. Specific directions with each question will refer you to the page in your answer folder where your response is to be written. For each of these questions, provide enough explanation so that the scorer can understand your solution. You will be graded on the correctness of your methods as well as the accuracy of your answer.

In addition to a ruler and geometric shapes, the Mathematics Reference Sheet provides formulas and other information you may find useful. You may use the information on the reference sheet and a calculator to help solve problems on the test.

You will have 1 hours and 45 minutes to complete the three parts of the Mathematics test. You will be given short breaks after each 35-minute part.

Are there any questions?

Pause to answer any questions, then say:

There are 14 questions in Part 1 of the Mathematics section of the test. Work until you reach the stop sign on page 29. Please do not go on to Part 2 until you receive further directions. If you finish Part 1 before the time is up, you may go back to check your work. You will write your answers to the multiple-choice questions on page 18 in your answer folder.

Hold up an answer folder, and point to page 18 so that students see where they will be responding to the multiple-choice questions. Then say:

Your responses to questions 13 and 14, the open-ended questions, need to be written on pages 19 and 20 in your answer folder.

Hold up an answer folder, and point to pages 19 and 20 so that students see where they will be responding to the open-ended questions. Then say:

Turn to page 25 of your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 35 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with a single triangle in the top corner of each page so you can verify that all students are working on Part 1 of the Mathematics test.

After 15 minutes have elapsed, say:

There are 20 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the short constructed-response and open-ended questions.

After 20 more minutes have elapsed, say:

STOP. This is the end of Part 1 of the Mathematics test. Close your answer folder, and place it inside your test booklet. Close your test booklet. We will take a short break now and stand up and stretch before beginning Part 2.

After 2 minutes have elapsed, say:

It is now time to begin working on Part 2 of the Mathematics section.

When all students are seated and ready, say:

There are 13 questions in Part 2 of the Mathematics section of the test. Work until you reach the stop sign on page 35. Please do not go on to Part 3 of the test until you receive further directions. If you finish Part 2 before the time is up, you may go back to check your work on this part only. You will write your answers to the multiple-choice questions on page 21 in your answer folder.

Hold up an answer folder and point to page 21 so that students see where they will be responding to the multiple-choice questions. Then say:

Your responses to questions 26 and 27, the open-ended questions, need to be written on pages 22 and 23 in your answer folder.

Hold up an answer folder, and point to pages 22 and 23 so that students see where they will be responding to the open-ended questions. Then say:

Turn to page 30 in your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 35 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with two triangles in the top corner of each page so you can verify that all students are working on Part 2 of the Mathematics test.

After 15 minutes have elapsed, say:

There are 20 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the short constructed-response and open-ended questions.

After 20 more minutes have elapsed, say:

STOP. This is the end of Part 2 of the Mathematics test. Close your answer folder, and place it inside your test booklet. Close your test booklet.

We will now take a short break and stand up and stretch before beginning Part 3.

After 2 minutes have elapsed, say:

It is now time to begin working on Part 3 of the Mathematics section.

When all students are seated and ready, say:

There are 13 questions in Part 3 of the Mathematics section of the test. Work until you reach the stop sign on page 40. If you finish Part 3 before the time is up, you may go back to check your work on this part only. You will write your answers to the multiple-choice questions on page 24 in your answer folder.

Hold up an answer folder and point to page 24 so that students see where they will be responding to the multiple-choice questions. Then say:

Your responses to questions 39 and 40, the open-ended questions, need to be written on pages 25 and 26 in your answer folder.

Hold up an answer folder, and point to pages 25 and 26 so that students see where they will be responding to the short constructed-response and open-ended questions. Then say:

Turn to page 36 of your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 35 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with three triangles in the top corner of each page so you can verify that all students are working on Part 3 of the Mathematics test.

After 15 minutes have elapsed, say:

There are 20 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the short constructed-response and open-ended questions.

After 20 more minutes have elapsed, say:

STOP. Please put down your pencil. You have finished the Mathematics test. Remain seated. Do not pass your materials to the end of the aisle. First, I will collect your test booklets. Then, I will collect your answer folders. You may keep the Mathematics Reference Sheet.

SCIENCE SECTION

DAY 4

You will need the following materials for administering the Science section of the GEPA:

- A test booklet for each student
- An answer folder for each student
- A watch or clock to time the different portions of the test
- Extra #2 pencils with erasers

DIRECTIONS FOR TEST ADMINISTRATION

SCIENCE

Today, you will be taking a sample of the Science section of the Grade Eight Proficiency Assessment. I am now going to hand out your test booklets and answer folders. Please do not open your test booklet or answer folder until you are told to do so. Do not make any marks in the answer folder until you are instructed to do so.

Distribute the materials to the students.

Note to Teachers: Questions 40 and 46 were removed from scoring on the 2000 GEPA. Therefore, these items do not appear in this released version of the test. A blank space was placed in the released version where these items would have occurred.

Turn to page 41 of your test booklet. Read the directions silently as I read them aloud.

DIRECTIONS FOR SCIENCE

The Science section of the Grade Eight Proficiency Assessment is made up of three parts, consisting of multiple-choice questions and open-ended questions.

Work as rapidly as you can without sacrificing accuracy. Do not spend too much time puzzling over a question. Answer the easier questions first; then return to the harder ones.

Where necessary, you may use blank spaces in the test booklet for your work.

YOU MUST RECORD ALL OF YOUR ANSWERS IN THE SEPARATE ANSWER FOLDER. No credit will be given for anything written in this test booklet. Your response must be in English in order to be scored.

For multiple-choice questions, mark only one answer for each question by filling in the corresponding circle on the answer folder. **MAKE SURE THAT EACH MARK IS HEAVY AND DARK AND COMPLETELY FILLS THE CIRCLE.** If you change an answer, be sure to erase your first choice completely. Incomplete erasures may be read as intended answers.

Respond fully to the open-ended questions in the area provided in the answer folder. Specific directions with each question will refer you to the page in your answer folder where your response is to be written. For each of these questions, provide enough explanation so that the scorer can understand your solution. When asked to explain an answer, you may use words, tables, diagrams, or pictures.

Pause to answer any questions, then say:

There are 16 questions in Part 1 of the Science section of the test. Work until you reach the Stop sign on page 49. Please do not go on to Part 2 until you receive further directions. If you finish Part 1 before the time is up, you may go back to check your work. You will record your answers to the multiple-choice questions on page 27 in your answer folder.

Hold up an answer folder, and point to page 27 so that students see where they will be responding to the multiple-choice questions. Then say:

Your response to question 16, the open-ended question, must be written on page 28 in your answer folder.

Hold up an answer folder, and point to page 28 so that students see where they will be responding to the open-ended question. Then say:

You will have 20 minutes to complete this section. Turn to page 42 of your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 20 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with a single square in the top corner of each page so you can verify that all students are working on Part 1 of the Science test.

After 15 minutes have elapsed, say:

There are 5 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the open-ended question.

After 5 more minutes have elapsed, say:

STOP. This is the end of Part 1 of the Science test.

It is now time to begin working on Part 2 of the Science section.

When all students are ready, say:

There are 16 questions in Part 2 of the Science section of the test. Work until you reach the Stop sign on page 55. Please do not go on to Part 3 of the test until you receive further directions. If you finish Part 2 before the time is up, you may go back to check your work on this part only. You will record your answers to the multiple-choice questions on page 29 in your answer folder.

Hold up an answer folder and point to page 29 so that students see where they will be responding to the multiple-choice questions. Then say:

Your response to question 32, the open-ended question, must be written on page 30 in your answer folder.

Hold up an answer folder, and point to page 30, so that students see where they will be responding to the open-ended question. Then say:

You will have 20 minutes to complete this section. Turn to page 51 in your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 20 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with two squares in the top corner of each page so you can verify that all students are working on Part 2 of the Science test.

After 15 minutes have elapsed, say:

There are 5 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the open-ended question.

After 5 more minutes have elapsed, say:

STOP. This is the end of Part 2 of the Science test. Close your answer folder, and place it inside your test booklet. Close your test booklet.

We will now take a short break and stand up and stretch before beginning Part 3.

After 2 minutes have elapsed, say:

It is now time to begin working on Part 3 of the Science section.

When all students are seated and ready, say:

There are 14 questions in Part 3 of the Science section of the test. Work until you reach the Stop sign on page 61. If you finish Part 3 before the time is up, you may go back to check your work on this part only. You will record your answers to the multiple-choice questions on page 31 in your answer folder. Question number 40 and question number 46 will be blank in both your test booklet and answer folder.

Hold up an answer folder and point to page 31 so that students see where they will be responding to the multiple-choice questions. Then say:

Your response to question 48, the open-ended question, must be written on page 32 in your answer folder.

Hold up an answer folder, and point to page 32 so that students see where they will be responding to the open-ended question. Then say:

You will have 20 minutes to complete this section. Turn to page 57 of your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 20 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with three squares in the top corner of each page so you can verify that all students are working on Part 3 of the Science test.

After 15 minutes have elapsed, say:

There are 5 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the open-ended question.

After 5 more minutes have elapsed, say:

STOP. Please put down your pencil. You have finished the Science test. Remain seated. Do not pass your materials to the end of the aisle. First, I will collect your test booklets. Then, I will collect your answer folders.

SOCIAL STUDIES SECTION

DAY 5

You will need the following materials for administering the Social Studies section of the GEPA:

- A test booklet for each student
- An answer folder for each student
- A watch or clock to time the different portions of the test
- Extra #2 pencils with erasers

DIRECTIONS FOR TEST ADMINISTRATION

SOCIAL STUDIES

Today, you will be taking a sample of the Social Studies section of the Grade Eight Proficiency Assessment. I am now going to hand out your test booklets and answer folders. Please do not open your test booklet or answer folder until you are told to do so. Do not make any marks in the answer folder until you are instructed to do so.

Distribute the materials to the students.

Turn to page 63 of your test booklet. Read the directions silently as I read them aloud.

DIRECTIONS FOR SOCIAL STUDIES

The Social Studies section of the Grade Eight Proficiency Assessment is made up of three parts, consisting of multiple-choice questions and open-ended questions.

Work as rapidly as you can without sacrificing accuracy. Do not spend too much time puzzling over a question. Answer the easier questions first; then return to the harder ones.

Where necessary, you may use blank spaces in the test booklet for your work.

YOU MUST RECORD ALL OF YOUR ANSWERS IN THE SEPARATE ANSWER FOLDER. No credit will be given for anything written in this test booklet. Your responses must be in English in order to be scored.

For multiple-choice questions, mark only one answer for each question by filling in the corresponding circle on the answer folder. **MAKE SURE THAT EACH MARK IS HEAVY AND DARK AND COMPLETELY FILLS THE CIRCLE.** If you change an answer, be sure to erase your first choice completely. Incomplete erasures may be read as intended answers.

Respond fully to the open-ended questions in the area provided in the answer folder. When asked to explain an answer, you may use words, tables, diagrams, or drawings.

Pause to answer any questions, then say:

There are 16 questions in Part 1 of the Social Studies section of the test. Work until you reach the Stop sign on page 69. Please do not go on to Part 2 until you receive further directions. If you finish Part 1 before the time is up, you may go back to check your work. You will record your answers to the multiple-choice questions on page 33 in your answer folder.

Hold up an answer folder, and point to page 33 so that students see where they will be responding to the multiple-choice questions. Then say:

Your response to question 16, the open-ended question, must be written on page 34 in your answer folder.

Hold up an answer folder, and point to page 34 so that students see where they will be responding to the open-ended question. Then say:

You will have 23 minutes to complete this section. Turn to page 64 of your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 23 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with a single diamond in the top corner of each page so you can verify that all students are working on Part 1 of the Social Studies test.

After 15 minutes have elapsed, say:

There are 8 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the open-ended question.

After 8 more minutes have elapsed, say:

STOP. This is the end of Part 1 of the Social Studies test.

It is now time to begin working on Part 2 of the Social Studies section.

When all students are ready, say:

There are 16 questions in Part 2 of the Social Studies section of the test. Work until you reach the Stop sign on page 77. Please do not go on to Part 3 of the test until you receive further directions. If you finish Part 2 before the time is up, you may go back to check your work on this part only. You will record your answers to the multiple-choice questions on page 35 in your answer folder.

Hold up an answer folder and point to page 35 so that students see where they will be responding to the multiple-choice questions. Then say:

Your response to question 32, the open-ended question, must be written on page 36 in your answer folder.

Hold up an answer folder, and point to page 36, so that students see where they will be responding to the open-ended question. Then say:

You will have 23 minutes to complete this section. Turn to page 71 in your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 23 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with two diamonds in the top corner of each page so you can verify that all students are working on Part 2 of the Social Studies test.

After 15 minutes have elapsed, say:

There are 8 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the open-ended question.

After 8 more minutes have elapsed, say:

STOP. This is the end of Part 2 of the Social Studies test. Close your answer folder, and place it inside your test booklet. Close your test booklet.

We will now take a short break and stand up and stretch before beginning Part 3.

After 2 minutes have elapsed, say:

It is now time to begin working on Part 3 of the Social Studies section.

When all students are seated and ready, say:

There are 16 questions in Part 3 of the Social Studies section of the test. Work until you reach the Stop sign on page 84. If you finish Part 3 before the time is up, you may go back to check your work on this part only. You will record your answers to the multiple-choice questions on page 37 in your answer folder.

Hold up an answer folder and point to page 37 so that students see where they will be responding to the multiple-choice questions. Then say:

Your response to question 48, the open-ended question, must be written on page 38 in your answer folder.

Hold up an answer folder, and point to page 38 so that students see where they will be responding to the open-ended question. Then say:

You will have 23 minutes to complete this section. Turn to page 79 of your test booklet. Read the directions and begin.

Write down the actual starting time: _____; add 23 minutes to that time: _____.

As students are taking the test, move about the room to make sure students are marking their answers in the appropriate spaces on the answer folder. The test booklet for this part is marked with three diamonds in the top corner of each page so you can verify that all students are working on Part 3 of the Social Studies test.

After 15 minutes have elapsed, say:

There are 8 minutes remaining. If you have not already done so, you should finish the multiple-choice questions soon and begin to answer the open-ended question.

After 8 more minutes have elapsed, say:

STOP. Please put down your pencil. You have finished the Social Studies test. Remain seated. Do not pass your materials to the end of the aisle. First, I will collect your test booklets. Then, I will collect your answer folders.

APPENDIX A

Procedures for the Assessment of Limited English Proficient Students 1998 Revised Policy

PROCESS FOR EXEMPTIONS AND ACCOMMODATIONS CRITERIA

I. STUDENTS TO BE EXEMPTED FROM TEST

Students who meet **both of the following criteria** may receive an exemption from the Grade 11 High School Proficiency Test (HSPT11), High School Proficiency Assessment (HSPA), Grade Eight Proficiency Assessment (GEPA), Elementary School Proficiency Assessment (ESPA), and/or any diagnostic or standardized test in English which has not been designed or normed for non-native speakers of English:

- 1a) Fall below the state-established cutoff score on the Language Assessment Battery or the Maculaitis Assessment Program (based on the most recent score earned on the test);

AND

- 2a) have participated in a bilingual, English as a Second Language (ESL), or English Language Services program for two consecutive years or less prior to the date on which the test(s) in question is to be administered;

OR

- 2b) have attended school in the United States for three consecutive years or less prior to the date on which the test(s) in question is to be administered.

School districts should adhere to the following guidelines:

- It will be the district's responsibility to screen their LEP population annually to determine which students are eligible for exemptions.
- The decision to exempt or test a student should be made by certified instructional personnel most familiar with the student.
- All LEP students must be screened prior to each test administration using the above criteria for eligibility for an exemption until they are deemed ineligible.
- Students given an exemption must be re-assessed for eligibility for an exemption prior to each subsequent test administration.
- All eligible students must be informed of their right to an exemption.
- In the event that a student volunteers to be tested in English, written agreement, signed by the student's parent(s) or guardian(s), must be obtained.

LEP STUDENTS RECEIVING ALTERNATIVE ASSESSMENTS

Additionally, when students are exempted from specific testing situations, alternative means must be used to assess these students' mastery of essential skills. A special effort should be made to use assessment procedures that are based in the student's native language and that can provide a reasonable, valid assessment of the student's mastery level.

This could include the following:

- Native language achievement tests;
- Teacher-made and criteria-referenced tests in the native language;
- Assessments made with the assistance of an individual proficient in the students' native language;
- Assessment in the English language administered under the supervision of a certified teacher or guidance counselor;
- Performance assessment; and/or
- Writing samples and other classroom work from the student.

SRA PROCESS

When a student is granted an exemption from taking the HSPT11, the Special Review Assessment (SRA11) process must begin in the senior year. Prior to each administration of the HSPT11, students should be rescreened for eligibility for an exemption. Students who fulfill graduation requirements through the SRA11 in the native language must also pass the Maculaitis with a raw score of 133 in order to graduate. An LEP student may be given the SRA11 in English with the consent of his/her parent(s) or guardian(s).

The attached LEP Student Test Exemption form must be completed and kept on file for all students that have been exempted.

II. LEP STUDENTS TO BE TESTED WITH THE ESPA, GEPA, AND HSPA

ACCOMMODATIONS:

Beginning with the 1998-1999 school year, LEP students who must be tested are those that have participated in a bilingual/ESL program two years or more. These LEP students will be tested with one or more accommodations in the test administration procedures for both the Elementary School Proficiency Assessment (ESPA) or the Grade Eight Proficiency Assessment (GEPA). Accommodations are **NOT** permitted for the HSPT 11 but will be permitted for the HSPA field test and operational test. To facilitate the accommodations, LEP students should not be tested with English speakers in regular classrooms. Instead, LEP students are to be tested in separate classroom settings.

Accommodations which are permitted include the following:

- Additional time
- Translation of the test directions into the student's native language (translations of passages, items, prompts and tasks are **NOT** permitted)
- Use of a bilingual dictionary

Additional time may be provided not to exceed 150% of the administration times indicated in the examiner manuals for each test section.

Students who are receiving translated test directions need to be tested in a location separate from students tested with directions read in English only.

If dictionaries are used, they may be provided by either the student or the school. Ideally, students should be using these same dictionaries as part of their instructional program. The dictionaries should be checked before testing begins to be sure that no papers or additional reference information (such as loose sheets, other school work, etc.) are inside them.

All testing of LEP students must be coordinated with the following: district test coordinators, bilingual education/ESL coordinators and the Department of Education's Office of Assessment.

LEP STUDENT TEST EXEMPTION FORM
1998 Revised Policy

District: _____ Student: _____ Grade: _____

Test(s) from which student will be exempted _____ Date of Test Administration _____

Does the student fall below the state-established cutoff score on the Language Assessment Battery (LAB) or the Maculaitis Assessment Program (MAC)?

YES _____ NO _____ (Please stop, the student is not eligible for an exemption.)

LAB score _____ OR MAC score _____

Has the student participated in a bilingual, English as a second language, or English language services program for 2 years or less just prior to the test date?

YES _____ NO _____ (Please proceed to question #3.)

The student has participated in a(n) _____ program since _____ (date)
in _____ school district in _____ (state).

Records used to determine program participation (please specify).

Has the student attended school in the United States for 3 years or less just prior to the test date?

YES _____ NO _____

The student has attended school in the United States since _____ (date).

Records used to document student attendance in U.S. schools (please specify).

If the student met criterion #1 and either criterion #2 OR criterion #3, he/she may be exempted from taking the test(s) in question.

I certify that the above information is true.

Bilingual/ESL/ELS Program Administrator

Date

Chief School Administrator

Date

APPENDIX B

Use of Calculators in the Grade Eight Proficiency Assessment and the High School Proficiency Assessment

The eighth-grade and eleventh-grade mathematics assessment committees recommended that numerical calculations be embedded in problem-solving situations, and that students be given the opportunity to choose the most appropriate way to perform these operations. Moreover, the committees recommended that the mathematics sections of the eighth-grade and eleventh-grade assessments be constructed to allow for the use of either graphing or scientific calculators.

Students taking any of the New Jersey tests in mathematics should be prepared to use calculators by regularly using those calculators in their instructional programs. Calculators which have been given to students only on the day of the assessment may actually cause them to perform less competently than they would have performed without such calculators. Students must be comfortable with and have practice with calculators, or they will be of little benefit during the assessment. Students should be permitted to use their own calculators, rather than the school's, if they choose to do so.

For the eleventh-grade mathematics assessment, use of a graphing calculator is strongly recommended. For both the eighth-grade and the eleventh-grade mathematics assessments, calculators which manipulate fractions without converting them to decimals are permitted. Students taking these tests will be allowed to use graphing or other hand-held calculators which have at least these functionalities:

- algebraic logic (i.e., automatically follows the standard order of mathematical operations),
- the ability to do powers and roots of any degree, and
- at least one memory cell.

Note that any device commonly accepted as a hand-held calculator and having at least the functionality specified above is acceptable. However, computers (laptops, palmtops, etc.), pocket organizers, and calculators with QWERTY (i.e., typewriter) keyboards are not acceptable under the current guidelines.

APPENDIX C

Modifications of Test Administration Procedures for Special Education Students and Students Eligible Under Section 504 of the Rehabilitation Act of 1973

In accordance with the Individuals with Disabilities Education Act (IDEA), students who are receiving special education services must participate in each subject area of a statewide assessment with the following exception:

If the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the Statewide assessment and the student cannot complete any of the questions on the assessment in a subject area with or without accommodations the student shall participate in a locally determined assessment of student progress. [New Jersey Administrative Code Chapter 6A:14-4.11(a)2]

Districts may use modifications of test administration procedures when administering the Grade Eight Proficiency Assessment to special education students or to students eligible under Section 504 of the Rehabilitation Act of 1973. Modifications in the areas listed below may be used separately or in combination.

Decisions about participation and accommodations/modifications are made by the Individualized Education Program (IEP) or 504 team. Information about test content and item types from the test specifications booklets can be used to make this determination.

Any accommodations or modifications of test administration procedures for students eligible for special education under the Individuals with Disabilities Education Act (IDEA) or eligible under Section 504 of the Rehabilitation Act of 1973 must be specified in the student's IEP or 504 accommodation plan. Accommodations or modifications must be consistent with the instruction and assessment procedures used in the student's classroom. [Students eligible for modifications under Section 504 may not be classified but do have a permanent or temporary impairment in a major life function (for example: performing manual tasks, walking, seeing, hearing, speaking, etc.).]

Advanced planning is integral to implementing accommodations/modifications effectively and ensuring that the security of test materials is maintained. If a student requires an accommodation or modification that is not listed below, contact the Office of Assessment.

Accommodations must be recorded on the student's answer folder by the codes listed in this appendix (A, B, C, or D).

ACCEPTABLE ACCOMMODATIONS OR MODIFICATIONS

Code

A. Setting Accommodations

1. Administering the assessment:
 - a. individually in a separate room
 - b. in a small group in a separate room
 - c. in the resource room

- d. in a special education classroom
 - e. using carrels
 - f. at home or in a hospital (this will depend on the nature of the assessment task)
2. Seating the student in the front of the room near the examiner or proctor
 3. Seating the student facing the examiner or proctor
 4. Providing special lighting
 5. Providing special furniture (e.g., desks, trays, carrels)

B. Scheduling Accommodations

1. Adding time as needed
2. Providing frequent breaks
3. Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The test administrator must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

1. Administering the large-print version of test materials
2. Administering the Braille version of test materials

D. Test Procedures Modifications

1. Administration modifications
 - a. reading directions out loud
 - b. reading test questions aloud (you may not read aloud or sign the reading passages in Language Arts Literacy—you may read the reading questions)
 - c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order
 - d. using a sign language or cued speech interpreter for administration of directions or questions but not reading passages
 - e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
 - f. repeating, clarifying, or rewording directions
 - g. providing written directions on a separate sheet or transparency
 - h. using an examiner who is familiar with the student
 - i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)
 - j. providing manipulatives for math items
 - k. using graph paper for math section
 - l. using a Braille ruler and talking calculator
 - m. using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test

2. Response modifications
 - a. having an examiner record the student's identifying information on the answer folder
 - b. dictating oral responses to a scribe (person who writes from dictation)—student must indicate all punctuation and must spell all key words
 - c. using a Braille writer to record responses
 - d. signing responses to sign language interpreter (student must indicate all punctuation and must spell all key words)
 - e. recording responses on a word processor
 - f. using large-face calculators
 - g. using talking calculators
 - h. providing an Augmentative Communication device
 - i. using a larger diameter or modified special grip #2 pencil
 - j. masking portions of the answer folder to eliminate visual distractors
 - k. marking answers in the test booklet (an examiner would transfer the answers to an answer folder)

OTHER CONSIDERATIONS

Ensure that:

- a. any medication has been appropriately adjusted so it will not interfere with the student's functioning.
- b. eyeglasses are used, if needed.
- c. hearing aids, FM systems, Augmentative Communication devices, word processors, or other equipment are functioning properly.
- d. source and strength of light are appropriate.
- e. all students can clearly see and hear the examiner.
- f. all deaf or hard of hearing students who communicate aurally/orally are watching the examiner when instructions are given.
- g. responses to open-ended questions, writing tasks, and the writing project which are written or typed on separate sheets of paper by students eligible for this accommodation must be paper-clipped to the front of the student's answer folder. Any answer folder with pages clipped to the front **must** be placed directly beneath the header sheet. Each of these pages **must** include at the top of the page the student's name, answer folder number, birth date, district name and code, and school name and code. **If these procedures are not followed, the student's responses cannot be linked to their responses on the other sections of the test and they will receive incomplete scores.** Copies of these pages should be made and retained on file by the school district until scores are received.

For large print test booklets:

- a. Students using the large print test booklets:
 1. should mark their answers on the test booklets and examiners will transcribe the responses to the student's answer folder.

2. may be instructed to skip some questions. The spaces for these questions must be left blank on the student's answer folder (be sure to grid in all the identifying information on the answer folder).
- b. Answer folders based on the large-print version:
 1. should be sent to NCS Pearson along with the answer folders from students who took the regular-sized print version of the test.
 2. should be placed directly behind the Header Sheet with all other answer folders beneath them.
- c. For dictations and responses recorded on separate sheets:
 1. Students who dictate responses on open-ended items and writing tasks must indicate all punctuation and must spell all key words.
 2. Responses to open-ended questions and writing tasks recorded on separate sheets must be paper-clipped to the student's answer folder. The student's name, answer folder number, and birth date as well as the district and school names and codes must be recorded on each of the separate sheets attached.
 3. The district test coordinator should retain a duplicate of all open-ended responses, writing tasks, and the writing project until scores are reported to and reviewed by district staff.

For Braille test booklets:

- a. Students using the Braille test booklets:
 1. will dictate their answers to the examiner or use a device that produces Braille.
 2. may be instructed to skip some questions. The spaces for these questions must be left blank on the student answer folder (be sure to grid in all the identifying information on the answer folder).
 3. should be instructed to bring a Braille ruler and a talking calculator to the test session.
- b. Answer folders based on the Braille version:
 1. should be sent to NCS Pearson along with the answer folders from students who took the regular print version of the test.
 2. should be placed directly behind the Header Sheet with all other answer folders beneath them.
- c. For dictations and responses recorded in Braille:
 1. Students who dictate responses for the open-ended questions and writing tasks must indicate all punctuation and must spell all key words.
 2. Responses to the writing task and open-ended questions recorded in Braille:
 - a. must be transcribed. The transcriptions of the Brailled responses must be included with the student's own Brailled work at the time the answer folder is returned.
 - b. must be paper-clipped to the student's answer folder with the transcriptions of the Brailled work. The student's name, answer folder number, and birth date as well as the district and school names and codes must be recorded on each of the separate sheets attached.

3. The district test coordinator should retain a duplicate of all open-ended responses and writing tasks until scores are reported to and reviewed by district staff.

For students who communicate using sign language:

- a. An interpreter will be needed to interpret oral directions and test questions (you may not interpret the Reading passages in the Language Arts Literacy section of the test). The interpreter should be able to communicate in the mode used by the student, American Sign Language or a form of Manually Coded English, depending upon the student's communication system. The interpreter should be instructed to interpret so as not to give the answer to the student through the use of a particular sign or finger spelling.
- b. Students using American Sign Language for open-ended and writing task responses will sign the responses to the interpreter who will interpret them into spoken English and a scribe will record the responses in the answer folder.
- c. Students using Signed English or cued speech will sign/cue to the interpreter who will transliterate (word for word) into spoken English and a scribe will record the responses.

**NEW JERSEY
GRADE EIGHT
PROFICIENCY ASSESSMENT**

Writer's Checklist

**Important Points to
Remember as You
Write and Critically Read
to Revise/Edit Your Writing**

CONTENT/ORGANIZATION

- _____ 1. Focus on your purpose for writing and your audience. Convince your readers (audience) that your point of view, solution, or causes and/or effects are reasonable.
- _____ 2. Support your point of view, solution, or causes and/or effects with details and evidence.
- _____ 3. Put your ideas in the order that best communicates what you are trying to say.

SENTENCE CONSTRUCTION

- _____ 4. Use clear and varied sentences.

USAGE

- _____ 5. Use words correctly.

MECHANICS

- _____ 6. Capitalize, spell, and punctuate correctly.
- _____ 7. Write neatly.

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
MARCH 2000**



APPENDIX D
Writer's Checklist–Side 2

Revising/Editing Guide



shows where
to move text.

~~cross-out~~
shows what
to get rid of
or change.

^

shows what
to insert.

Ⓐ

shows what
text to add
and where
to add it.

you may want to use editing

marks (when you revise and edit,

insert change
to move text, ^ text, or eliminate

text. Sometimes you may want to

add a sentence or paragraph. Ⓐ

Whatever changes you make, be

sure to make your revisions and

editing marks clear to your readers

Ⓐ

If you want to add new text, label
the new text with a letter or number.
Then write the label to show where
you are adding it.

What to consider when you revise and edit:

CONTENT/ORGANIZATION

1. opening and closing
2. development of key ideas
3. logical progression of ideas
4. supporting details
5. transitions

SENTENCE CONSTRUCTION

6. correct sentence structure (syntax)
7. varied sentence structure

USAGE

8. correct verb tenses
9. subject/verb agreement
10. pronoun usage and agreement
11. word choice

MECHANICS

12. spelling
13. capitalization
14. punctuation

